



PROMETHEUS

*He gave man speech, And speech created thought,
Which is the measure of the universe.*

Volume VI—Issue 1

GREENFIELD COMMUNITY COLLEGE

September 1967

President's Greetings

In a recent interview, Dr. Turner, President of G.C.C., extended his best wishes for a productive school year to the new students entering the college this fall. There will be four hundred new students entering first semester, which when added to those students returning for a second year, will total six hundred. As a result the facilities will be somewhat crowded, however, this should be compensated by the new additions to the faculty. Although the college is expanding, Turner said that he would like the school to keep the character of a small institution.

In giving advice to the students, Turner said that students should become acquainted with their teachers, faculty advisor, and others of the administrative staff who will be of help to them in their college career. Also, if the student has a question or a suggestion and he doesn't know where to take it, there is a question box outside of Dr. Padgug's office. Participation in activities other than classroom is urged as it aids in making the student a well rounded member of the college community. If a student should need help of any kind he shouldn't hesitate to inform the administration which is more than willing to lend assistance.

When asked what he expected of the students, Turner replied that he hoped they would be "genuine, committed, industrious, and human." The student should be honest with himself and the college. During the academic year the student should begin a maturation process, in which he will learn to fit into the society of which he is part. Students should realize that they are "the custodians of their own future." Nonconformists are needed both in society and school, but society permits only a few to exist. This is not to say that society willingly permits the nonconformer to exist, only those who are hardy enough to survive the consequences of their nonconformism will remain. Nonconformists serve a purpose because they prick the generality of the world. If there were no dissenters, things would have a tendency to stagnate. On the other hand if there were too many dissenters chaos would reign. The most important thing to remember in matters such as these is that age makes a difference in points of view and the points of view



are infinite. A few extremists will be tolerated, but the most important thing is that there be a healthy mixture of people so that a rewarding dialog may come into being.

This dialog is also necessary in the student government which represents the student body in a formal way. The Student Council should be a laboratory in democratic principles. There are many things—Student Council being which cannot be learned in the classroom. In order for any of this to take place, student participation is a must for if the student wants any change he must, by his participation, effect it. Many students miss opportunities they will never have a chance to experience again by not participating in extracurricular activities. The student must realize that he is responsible in all his actions to be a credit to the school. Only too often the students want no interference of any kind from the college but will not hesitate to blame it for their shortcomings.

In short there are a vast number of opportunities for the student to fulfill and many demands which he must meet.

Civil Service News

Pleased by the initial response to its examination for 2-year college graduates and persons with equivalent combinations of education and experience, the Civil Service Commission has opened the examination on a continuing basis.

The Junior Federal Assistant examination was first opened from January 24 through February 20. There were 18,000 competitors, of which 10,500 passed and about 600 have been appointed to Federal jobs in the few weeks that the register has been established.

The examination, which will remain open until further notice, will be used to recruit men

(Continued on page 3)

ADDITIONS TO FACULTY

An increase in curriculum and student population, plus vacancies created by faculty members who were awarded fellowship grants to continue their studies, has made necessary the addition of several new faculty members.

Alfred McLung Lee III will be co-ordinator of the new Graphic Arts program. Mr. Lee received his B.A. from Brooklyn College, and M.F.A. from Rutgers University where he was a member of the faculty. He has taught at Syosset High School, L. I. and was an Art Director and Production Manager for a public relations firm in N. Y. From 1961 to 1963, he was a free lance graphic designer and art director. In 1964, he had several Woodcutting Exhibitions including a one-man show at Rutgers U. where oils and lithographs, in addition to the woodcuttings, were on display. Mr. Lee has also attended Yale University, Swarthmore, and the New School.

Co-ordinator of the new Civil Engineering Technology Program will be David C. Bartlett, who received his A.S. in Electrical Engineering from Worcester Jr. College and his B.S. and M.A. in Civil Engineering from U. Mass. He attended Notre Dame and Worcester Polytechnical Institute. Mr. Bartlett comes to us from Worcester Jr. College where he taught and was director of the Computer Center.

Mrs. Janet Clark, who received her B.A. in English and History at U. Mass., and her M.A. in English at U. Mass., will join the English Dept. Mrs. Clark has worked in the English Depts. of U. Mass., and Smith College.

A part time instructor last year, Mr. Saul Sherter will become a fulltime member of the

faculty in History. Mr. Sherter received his B.A. in History and Government from Northeastern and his M.A. from B.U. in History. He taught at U. Mass. and is presently a candidate for his Ph.D. there.

Mrs. Christine Vernon will join us as a full time instructor in Spanish. She received her B.A. from Marymount College in liberal arts, and her M.A. from the University of Oregon. She has taught Spanish in high schools in Oregon and in Greenfield. Mrs. Vernon was born in Antwerp, Belgium, and has lived in Caracas, Venezuela and therefore speaks Spanish and French as native languages. She taught part time last year at G.C.C.

In addition to Chorus, which will continue this year under the direction of Miss Florence Argy, a new Band course will be offered. Cliff Simons, who received his B.S. in Music Education at Lowell State and Master of Music from the University of Texas, played professionally for 16 years, and who was the band director at Greenfield

High School for the past two years. This course will be worth one credit per semester, but no credit if only taken for one semester.

Another new course, Journalism, will be taught by Alvin Oickel. His credits range from his previous publications such as a manual for journalism to Assistant Managing Editor at the Greenfield Recorder Gazette. There is no doubt that his experience as the Assistant Journalism instructor at the University will be of great benefit.

Three new members of the faculty are being funded under Title Three of the Teacher's Act of 1965.

Mr. King B. Frazer who will be teaching History, received his BA in History and a Masters in Education from the University of Bridgeport. From 1954 through 1966 he worked on the Secondary School level and last year he was a Teaching Assistant at the University of Massachusetts. He is presently working for his Doctorate at U of M.

Mr. Michael Hench will teach English this year and will also act as an advisor to the news-
(Continued on page 2)

Administrative Changes

The change in administrative organization which became effective on September 1, 1967 consists of both addition in personnel, and transfer of position.

Mr. Robert Keir, last year's Director of Student Personnel, has been assigned responsibility for the business operations of the college, including all accounts (excepting the bookstore), financial reports, purchasing, plant maintenance, etc. He will serve as fiscal officer for Federal funds, including student aid. In addition he will continue to serve as Registrar. The function of Registrar will be separated from admissions. Keir's title will be Business Manager and Registrar.

Mr. Charles Greene, who has been ill since late spring, is expected to return and continue to be responsible for publicity, publications, development and special assignments. Greene's title will continue to be Assistant to the President.

Dr. Douglas Webster, who received his AB from Hamilton College, MA from Columbia, and Ph.D. in Education from Syracuse. Webster was Dean of Men at the University of Tennessee and Dean of Students at Berkshire Community College. Webster will join us in September as Director of Student Admissions and Student Aid. He will also teach in the history or Social Science area.

Mr. Paul Gigley has been assigned to the position of Director of Student Activities. He will continue to carry some teaching responsibilities in the Business Division.

Mr. John Scanlon will join us in September as Librarian with Mrs. Grace Johnson assisting as Assistant Librarian.

Three new Departmental

Chairmen have been appointed for the following year, Mrs. Ethel Case, Dr. Leslie Dolhenty, and Dr. Bernard Drabek.

Mrs. Case will be Director of Continuing Education and the Evening division, and in addition will teach behavioral science courses. She credits a BA from Brooklyn College in English and Dramatics, an MA from Teacher's College, Columbia University, and a Masters from the University of Michigan in Public Administration, where she was the Assistant Dean of Women. More recently she taught at Champagne College, University of Massachusetts, and in the Evening School here at the College.

Dolhenty will head the Department of Behavioral Sciences. He received his BS from Boston College in Business Administration, Master of Education from Fitchburg State, Certificate of Advanced Graduate Studies from Boston University in Guidance and Counseling, and a Ed.D. from the University of Massachusetts in Guidance and Counseling. In addition he was Principal of Gardner Junior High School and he is certified as a School Psychologist in Massachusetts.

Drabek who is chairman of Humanities received his BA in English from Holy Cross, MA in English from the University of Massachusetts, and will receive very shortly his Ph.D. He studied Music Literature at Smith and did graduate work at St. Bernard's College in New York. He has worked as a teacher of English and Speech in several high schools, taught English at U. of M., reported for the Daily Hampshire Gazette, and performs in the Amherst Community Opera and the Northampton Operetta.

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EDITORIALS

Police Politics

A vital aspect of journalism which the *Prometheus* must achieve if it is to be an effective tool of communication, is objectivity. Only from this perch can we see the truths contained in both sides of a debate, power struggle or any field of conflicting ideas. This perch also enables the paper to see that, in most cases, both conflicting parties have misconceptions which prevent any true communication. Without an honest dialogue, misconceptions multiply, animosity grows, and the problem still remains.

So it becomes the editorial duty of the newspaper to erase the misconceptions and create an atmosphere in which the beginnings of dialogue may germinate. In order to fulfill this credo, we shall try to stimulate such a dialogue between, what has most recently been called, the "alienated youth" of the community and the police department. For the police department may well be considered the legal guardians of youth's elder's values.

In a recent interview with Chief of Police Murphy, we tried to explore the logistics of the position of the police department in this town. Murphy started out by saying that he was pleased with the behavior of the college students, both in their respect for the law and their contributions to the community. So much so that Murphy's only complaint was the students illegal parking around the college building. During the first years of the college existence, when it became necessary to deal with delinquent students, Murphy found Dr. Turner, Mr. Greene, and Mr. Keir to be excellent and effective mediators. He hopes that this relationship will continue to function in the same manner.

With the new concern in our culture with Civil Liberties, the police find that they must progress with the time. The police are now required to attend the Police Academy where they are made aware of the new social problems, and the methods in dealing with them. For instance, a great many delinquent youth come from respectable families, which according to Murphy, occurs because the youth becomes involved with morally irresponsible groups.

Due to the political nature of his position Murphy must consider a multitude of aspects before he can act. He must consider the community's needs which occasionally conflict with its wants, the pressures of the town officials, finally and most important his duty to the preservation and integrity of the law. Another burden which all officers experience is the feelings of suspicion which the very nature of his job creates. It is a necessity for the trained policeman to be acutely aware of the possibility of crime in an incident which the naive bystander would consider innocuous.

In short, Murphy considers the problems Greenfield has to be minimal.

CURIOUS ???

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and Federal Sts.

Unless something is done within a relatively short time, the freshmen students will again be subjected to the confusion—and the hesitancy caused by this confusion—which is politely referred to as "student elections." Last year our election was quite colorful, there were many humorous campaign posters clothing the halls, which duly impressed the accreditation committee and left most students, already baffled by the first weeks of school, even more baffled. In fact, it is quite possible that many of the students chose their candidate upon the aesthetics of the respective contenders poster art. Not only is this situation ludicrous, but also unfair to the student and a dreadful sham of any pretensions to democratic processes.

It is quite possible, even probable, that the college will again this year become engulfed in this morass of political absurdity. Last year, there arose, unfortunately too late, from different quarters both administration and student body, a resolve to curb the "apathy" of

the majority of the student community. If this year the administration and students of this college wish the so-called apathetic nature of the school to improve, now is the time to act. Perhaps more people would be willing to contribute their time and talents to the various extracurricular activities if they felt they had any power in school politics. We of the *Prometheus* staff are urging the Student Council to require of each student candidate, a vocal presentation of their qualifications and proposed policies. A loudspeaker could be set up in front of the cottage building and a mass rally held on the front lawn. Silence may very well be golden, but in this matter it is asinine. The students could boycott the elections, not out of "apathy" or negligence, but rather because of their confusion and inability to make a choice on anything but the personality traits of the respective candidates.

Student participation in the political activities of the college would seem to be the best way to instill any sort of activism in the student body. In order to do this, however, we believe that the elections must be raised to a level above the preference of Charlie Brown to Mickey Mouse.

ARE YOU ILLITERATE

by Bradley J. Thompson

Editor's Note — Bradley J. Thompson is a senior Electrical Engineering major at the University of Massachusetts. His minor field of study is Technical Writing. Mr. Thompson is Executive Editor of the University of Massachusetts *Engineering Journal*, and Corresponding Secretary for the University's chapter of Eta Kappa Nu, the national Electrical Engineering honorary society. In addition to his college activities, Mr. Thompson is employed as an electronics technician and free-lance writer.

Are you illiterate?

Of course not, you say to yourself. I'm college-educated; I read Shakespeare at least once a year; I can intelligently discuss art, music, politics, and literature. Whatever would make the author of this article think that I was illiterate?

Very good. You—the reader of this article—are quite literate...by your standards. How about taking a simple vocabulary test?

Fine, you say. I've always done well on that type of test.

Here's the test: how many of the following words can you identify? Integrated circuit... fluidics... magnetohydrodynamics... PERT... fuel cell.

Well... an integrated circuit must be what the modern Southern preacher rides, and fluidics deals with fluids, and magneto- whatever - you-call-it has something to do with magnets, and PERT is an adjective describing an attitude (but why is it capitalized?), and a fuel cell is a mid-east Communist conspiracy. How's that?

I'm sorry, but you're illiterate. The words you've just been exposed to are part of the modern technological vocabulary; their meanings are considerably different from the definitions you've given.

Oh—you say—what a relief. As a Liberal Arts student I'm exempt from learning about those things. Besides, those words were never used in Psych 101 or History 17.

Nevertheless, it is an indisputable fact that you are technologically illiterate. Can you afford the luxury of this type of ignorance? Certainly, if you intend to spend the rest of your life on the fringes of our society.

Our society is heavily dependent on technology. Every man-made item we encounter during our day's activities has been tested, counted, packaged, and shipped. All of these steps represent some form of man/machine (or machine/machine!) interaction. Stripped of its chromium, technology is the study of these processes and interactions.

Still not impressed? Well, consider what would happen to New York City if all types of modern transportation were to disappear overnight. The city would remain habitable only as long as food stores lasted; nine million people cannot be fed by oxcarts and wagons unless the

people live over a large area. In addition, how many of the nine million would survive a mass exodus from the city... on foot?

Admittedly, the above example is rather drastic. It does serve, however, to illustrate the extent to which our lives are influenced by technology.

A thorough understanding of these technological influences would appear to be necessary to daily life as is an understanding of biological processes. Unfortunately, few courses in basic technology are available to the Liberal Arts student.

At some point in any discussion of science and technology, a well-meaning but ill-informed Liberal Arts student will declaim upon the "evils of science!" he—or she—will cite Hiroshima, air pollution, and unemployment because of automation as prime examples of these "evils."

Technology is not evil in itself: it is merely an instrument. The atomic bomb, for example, could be used as an excavating tool to dig a new harbor for an underdeveloped country which lacked good port facilities.

The difference between a tool and a weapon, then, would seem to depend solely upon the society which controls the instrument. The leaders of that society are ultimately responsible for the control. Today's Liberal Arts student will be responsible for tomorrow's leadership, and hence the control of tomorrow's technology.

An analogy: It's possible for a person to drive a car without knowing what takes place beneath the hood, but what happens if the car breaks down on a desolate road, far from a garage? Wouldn't it be helpful if the driver could at least attempt a repair?

It would be ideal if the driver of the broken-down car were a trained mechanic equipped with tools and spare parts. Similarly, it would be ideal if the leader of a society were a fully-trained scientist, especially if an important decision involving the use of technology had to be made.

Few scientists or engineers ever become leaders of a society. The non-specialist usually becomes the leader, and retains a corps of scientific advisors. The communications problems inherent in the advisory system are decreased if the leader can "speak the language" of his advisors.

Communication is the problem: can the poet talk with the physicist? The physicist has the advantage, for his basic education included a smattering of Liberal Arts courses. At best,

(Continued on page 4)

CASHEWS

from the Crackerbarrell

by

Martha T. Butt

I am a great believer in starting off on the right foot, as the old cliché goes, so first allow me to introduce myself. I am rather plain and attractive; my hair is brown, blonde, or red (depending on my mood); I have brown, blue, and green eyes, for I am given to jealousy and I fluctuate between 5' 1" and 6' 2". Whatever your name is—that is my name too. Most important of all for you to know is my address—everywhere.

Now that I have told a little about myself, I should like to welcome the incoming Freshmen and the returning second-year students. This promises to be an extremely interesting year, especially with all the changes being made.

Returning students, have you noticed the conversion of room 201 from classrooms to faculty cubicles? It has most properly received the pseudonym of "The Bullpen" from certain members of the administration. I cannot help but notice how "delighted" the faculty seems to be at the prospect of being stationed together. This conversion warrants further observation.

A private message to a West Deerfieldite—an apple a day is fine but this is ridiculous.

For the present, I have nothing further to add, but the next *Prometheus* will give you an idea of my diversity. Until the next time—don't turn around too quickly—I'll be there.

FACULTY...

(Continued from Page 1)

paper. He received his BA and MA in English from the University of Massachusetts. He has worked for the Springfield Union writing Critical Reviews and is presently working for his Ph.D. at the University.

Mr. Donald M. Fleming will teach Math and has obtained his BS in Physics and Astronomy from Yale and MS in Physics from the University of Massachusetts. At Yale he was awarded the Victor Wilson Scholarship and he participated in the National Science Foundation Summer Research Program. Presently he is working for his Ph.D. in Theoretical Physics.



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FACULTY SPEAKS

"What On Earth Are Doing Here?"
by Elizabeth St. Clair, Psychology Dept.

"What is life but the timed release of imprisoned glory?" (L.L. Ort) is a statement we might easily shrug off as the poetic verbalization of some romantic philosopher, and where applicable at all it might refer to flowers of our favorite animal. Few of us reflect that we, too, are a part of the cosmos, with some unfilled potential latent always within us waiting for release. Thinking man, particularly materialistic and industrial western man, has assumed a kind of arrogant stance toward the universe, somehow assuming that he is outside the law, something apart, an observer who can be almost if not totally omniscient. He sometimes overlooks the fact that there is much beyond the narrow scope of his ability to perceive—and if he does he may become an alienated fatalist. He may also overlook the fact that he is using but a tiny fraction of the hidden potential within him—and in so doing may just become a robot—like cog in some great wheel or a cork bouncing helplessly along on the stream of life.

Those of you who are entering college this fall are breaking out of one phase of life and launching out on something which can be entirely new. Ever ask yourself—what on earth am I doing here? Who am I anyway? Where am I going? Or don't you dare ask these questions? Sartre has said: "The freedom to choose is the only freedom man does

not have the freedom to renounce." To have a mind requires its use or its loss. To be alive requires the use of whatever we have been given to find our way in the environment, according to our nature be it human or vegetable or any other form of life.

The only way to get the answers to life on any level is to be willing to ask the questions. Most people just vaguely wonder what it is all about, and in return they will only get a vague "feel" and lead limited lives which are for the most part determined for them by outside forces of all kinds. To formulate a clear question and to ask it, even of oneself, persistently and openly, is to find an answer.

You have made some kind of a decision in order to be where you are as a freshman at G.C.C. What was that decision? Why are you in college? To find a husband? To avoid the service? Because your best friend went? To prove or disprove something to your parents? To learn something toward some felt goal? It is the thing to do? It just happened to you? What are the deciding factors in your life, anyway? Are you exercising your own ability to choose, or are you lacking the inner freedom and strength to pilot your own ship? I propose that these are questions you must set about asking yourself. Going to college should be an adventure, an opportunity to search out some of the answers, to learn how to ask some of the questions, to widen the range of wondering.

Goethe has said: "Talent develops in solitude, character in the stream of life." No matter where one chooses to focus, one finds that life is involvement in some way. To shut out experience, inner or outer, is to shut off the life stream and to begin to die. The unused muscle becomes flabby and eventually becomes useless. The unfelt emotions shut off because of fears and doubts will eventually isolate and encapsulate. The unused mind will lose its capacity to reach out and know the environment for itself, and will eventually become dull, unable to provide an inner compass, to find meaning, to ask or find answers.

The search for meaning and purpose are the big adventures of being human. And for the college student there is a higher level and deeper insight which may be attained if the opportunity is seized and the choice made from within. I would like to invite each one of you to accept the challenge of seeking to formulate your own questions, finding your own answers, setting your own goals, learning from your own experience. Welcome aboard!

Movies for First Semester

Sept. 15
The Informer
Victor McLaglen
Dir. by John Ford

22
Cyrano de Bergerac
Jose Ferrar
Prod. by Stanley Kramer

29
The L-Shaped Room
Leslie Caron

Oct. 20
Sundays and Cybelle
Academy Award 1962
Best Foreign Film

27
Requiem for a Heavyweight
Jackie Gleason

Nov. 10
Only Two Can Play
Peter Sellers

Dec. 8
Dr. Strangelove
Peter Sellers
Geo. C. Scott

Friday, Nights 7:30
Prices to be
Announced
or
Cultural Events
Passes may be used.

**Quoth the Thog:
Magic Theatre
for
Madmen Only!
Price of admission
Your Mind**

CIVIL SERVICE NEWS...
(Continued from Page 1)

and women with high potential to provide support and technical assistance to such fields as economics, personnel administration, writing, automatic data processing, finance, accounting, law, library, statistics, supply, transportation, and other occupations outside of high school, or equivalent experience, is necessary. Jobs are located throughout the United States and start at \$92 a week.

Candidates wishing to compete under the examination should ask for Announcement No. 411, which may be obtained from major Post Offices, Interagency Boards of Civil Service Examiners, or the U.S. Civil Service Commission in Washington D.C. The announcement contains complete details on how to file.

Written tests will be given on a nationwide basis during the 1967-68 school year as follows: Applicants who file by September 12 will be tested October 14; by October 24, on November 25; by December 5, on January 6; by January 2, on February 3; by March 5, on April 6; and by April 2, on May 4.

Students in 2-year colleges who are still in school and expect to graduate within 9 months are encouraged to apply and take the written test, but they cannot be hired until they meet the educational and/or experience requirements.

The Junior Federal Assistant examination will not be used to fill summer jobs or other positions for which there is only a temporary need.

Theatre Of Summer Past

Rarely does one experience feelings of unexplainable closeness and sense of accomplishment in a lifetime, and even more rarely does one feel this in connection with classrooms, textbooks, and tests. However, this summer a theatre workshop under the direction of Mr. Daniel Viamonte has been well rewarded with a new kinship to the theatre.

The workshop had only five members: Dolores Griel, Brian Marsh, Bill Bartos, Bruce Gordon, and Nancy McAvoy, so one cannot say that the overwhelming participation of a large group was an attribute to their success. They were a success, but as Viamonte states, "The program was a huge success—measured by quality, not quantity." The experience they have gained is one which few major universities can offer and is unique in a two-year program.

Very few class meetings were held as they were left to fulfill the requirements of the course on their own. The first few meetings established and unstructured curriculum to follow by discussing theatre and asking questions pertaining to their two well-chosen texts. Other meetings found them listening to tapes of college-produced radio shows, interviews, and of the spring production of *Spoon River Anthology*. They also performed several improvisations at a few of the meetings in order to improve their on-stage physical gestures and actions.

The midterm was an informal discussion and they were not aware that they were being

tested so they were a lot more honest and easy about their answers. The final was written, however, and was a real test of the theatre they had discovered. They took trips to New York, Springfield, and Wilmington where they put all that they had learned into observing and intelligently evaluating the productions and later writing critiques. They were also given a choice of projects to do and found that they had learned a great deal through doing a paper. Probably the most valuable asset to them however, was their involvement at the Ryther Theatre House Barn Theatre in Bernardston.

The Ryther Theatre is a repertory company meaning that it put on four plays continuously throughout the season, alternating from day to day. The workshop all had parts in the drama, *Inherit the Wind* which was about the Scopes Monkey Trial in Tennessee. Brian Marsh had a part in the musical comedy, *The Fantasticks*. Ryther House gave them the opportunity to be not only observers but participants in stage work, ushering, and other tasks that accompany the running of a theatre. At Ryther a working comradeship was created and they are looking forward to returning next summer.

They believe that they have established the theatre workshop at G.C.C. permanently. Meanwhile, there's a new year to look forward to in college dramatics. In the spring a course, Introduction to the The-

(Continued on page 4)

CLASS SCHEDULE

Course	Section	Days & Time
HUMANITIES		
ART 103	A	TTh 8:30—9:45
ART 121	A	MW 1:30—4:30
ART 131	A	TTh 10—1
ART 135	A	Th 2:30—5:00
ART 141	A	TTh 2:30—5:30
Eng 001	A	MWF 9:30—10:20
Eng 002	A 20	TTh 10:00—11:15
Eng 101	A	TTh 10—11:15
	B	MWF 8:30—9:20
	C	MWF 12:30—1:20
	D	MWF 9:30—10:20
	E	MWF 3:30—4:20
	F	TTh 4—5:30
	G	TTh 11:30—12:45
	H	MWF 12:30—1:20
	I	MWF 10:30—11:20
	J	TTh 8:30—9:45
	K	MWF 2:30—3:20
	L	TTh 1—2:15
	M	MWF 1:30—2:20
	N	MWF 4:30—5:20
ENG 102	A	TTh 8:30—9:45
ENG 113	A	MWF 2:30—3:20
ENG 201	A	MWF 8:30—9:20
	B	MWF 12:30—1:20
	C	TTh 11:30—12:45
ENG 203	A	TTh 1—2:15
ENG 205	A	MWF 10:30—11:20
FRE 101	A	MWF 4:30—5:20
		T 4:30—5:20
	B	MWF 10:30—11:20
		Th 10:30—11:20
	C	MWF 1:30—2:30
		T 1:30—2:30
FRE 201	A	MWF 3:30—4:20
GER 101	A	TTh 8:30—9:20
	LA	MW 8:30—9:20
GER 201	A	MWF 10:30—11:20
HIS 101	A	TTh 11:30—12:45
	B	MWF 4:30—5:20
	C	MWF 2:20—3:20
	D	MWF 12:30—1:20
	E	MWF 10:30—11:20
	F	TTh 8:30—9:45
	G	TTh 2:30—3:45
HIS 103	A	TTh 1—2:15
	B	MWF 8:30—9:20
Mus 111	A	TTh 4—5:15
Mus 113	A	MWF 4:30—5:20
Spe 101	Group	M 8:30—9:20

FALL SEMESTER 1967

Remarks	Room	Instructor
	A-3	Lee
	A-3	Lee
	A-3	Lee
	A-2	Kroner
	A-3	Lee
	304	Hench
	205	Loring
	103	Drabeck
	301	Shaw
	A-2	Shaw
	105	Frederickson
	103	Clark
	103	T.B.A.
	303	Hench
	303	Ellis
	304	Ellis
	105	Hench
	A-1	Ellis
	303	T.B.A.
	A-1	Hench
	303	Clark
	A-2	Clark
	205	Oickle
	304	Drabeck
	304	Drabeck
	304	Clark
	A-2	Ellis
	Aud.	Frederickson
	A-2	Bisson
	Lab	
	303	Bisson
	Lab.	
	A-2	Bisson
	Lab.	
	A-2	Bisson
	304	Geehr
	Lab.	
Language	Lab.	Geehr
	103	DelGuidice
	103	Frazer
	103	Frazer
	103	Sherter
	103	Sherter
	103	Frazer
	103	Sherter
	103	Frazer
	103	Sherter
	Aud.	Argy
	Aud.	Symonds
	Aud.	Viamonte

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